A SURVEY COURSE IN HOME SCIENCE FOR WOMEN AGRICULTURE STUDENTS IN AN INDIAN UNIVERSITY

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CHAPTER I

BACKGROUND FOR THE STUDY

Developing a curriculum is a complex task requiring deep insight in and consideration of many important factors. In any field of education the teacher's understanding of trends in family living is an important factor. This is because all that happens to the individual including life in his family affects his attitudes and the number and kind of opportunities he may have to acquire knowledge and skills useful for successful living. Home science, a field of study primarily interested in education for effective family living, can play an important part in preparing the individual for a successful and productive life today and in the future. Content of courses in home and family living must be planned in view of societal trends and problems of individuals and families.

Since India today is a developing country, a brief summary was made of its educational system as it has changed in recent years. A brief analysis was made of the field of Home Science as it may contribute to successful family life in India today.

I. Educational System in India Today

The importance of education is recognized by almost all countries of the world. The definition of the term "education" and means of its achievement differ somewhat from country to country, and from time to time even in the same country. More specifically, in India today the goal of the education of women is being viewed and achieved much differently than in former years.

Inwardly as well as outwardly, change is continuous in both nature and living beings. India's history and civilization, among the oldest in the world, have undergone more changes than those of some other countries.

Today's India is a product not only of its heredity but environmental forces of infinite number and variety. Among the people of various races and cultures that visited India, for some reason or another, since before the time of Christ, some remained to affect and be affected by Indian culture. As "Beauty is Thy Name," it would not be an exaggeration to say regarding India--"Diversity is Thy Name."

Each culture of India has at one time had its own philosophy of education, which affected educational content and methods. In the Hindu society, which has been in the majority in India for the last few centuries, religion has been a significant determinant of philosophy in almost every aspect of life. As the Encyclopedia Americana stated, the philosophy and religion have never existed separately from each other,[1] in India. Every aspect of life was a religious task to be performed in a specific manner. Thus education was part of the religious life of people, with only specific things about God and religion to be learned. Among the Mohammaden society, which has been the second largest group in India in recent centuries, education, as Mukerji reported, has been confined mostly to the followers of Islam.[2] Thus, a majority of the Indian population acquired knowledge through religion

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[1] "Religion and Philosophy," Encyclopedia Americana, Vol. 15, p. 27a.

[2] S. N. Mukerji, Education in India Today and Tomorrow (Anand: Anand Press, 1960), p. 3.

and as a religious obligation.[3]

Just before the Europeans entered India in the Seventeenth Century, education, according to Mukerji, had begun to be formal, stereotyped and unsatisfactory to the native people.[4] Soon, the British were becoming increasingly interested in India's affairs beyond their original commercial purposes, and as they gradually became the rulers of India, they introduced a new system of education. Mukerji reported that the present educational system of the country is a result of Macaulay's Minute and Wood's Despatch.[5] Referring to Mukerji's statement, ".....the Victorian ideals of the Edgeworths and of the new London University were foisted on India,"[6] it might be assumed that this British system of education was almost entirely new to the Indian people. In Maulana Azad's opinion, the British system of education did bring about many beneficial changes in Indian education, but the existing system of education was shaped by non-nationals in non-national interests.[7] Mukerji's statement in this regard seems to imply the hidden meaning of the words of Maulana Azad, when he accused the British educators of not caring to study either the Indian character or the Indian traditional system of education, before foisting the Victorian ideals of the new London

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[3] Ibid., p. 4.

[4] Ibid., p. 6.

[5] Mukerji, Loc. cit.

[6] Ibid., p. 7.

[7] "Education and National Reconstruction," Speeches of Maulana Azad (Publication Division, Ministry of Information and Broadcasting, Government of India, 1956), p. 1.

University on India.[8] This "foisting" of the European educational ideals on India, in Mukerji's opinion, was a transplantation of not a tiny seed but of a full-grown civilization, in a foreign soil.[9] Mukerji felt this change failed to meet the Indian people's needs and interests, and thus, could not satisfy Indians.[10]

Another important point made by Maulana Azad needs to be mentioned. The interests of British educators were in training the native people for working under the rulers, and in creating among Indians men who in training, outlook and loyalties would be devoted to the interests of Great Britain,[11] rather than educating them for responsible Indian citizenship. Ross had a similar point to make when she referred to the following statement of British policy by Macaulay: "We must at present do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons Indian in blood and color but English in tastes, opinions, morals and intellect."[12] The British were more interested in developing dependence upon the British rulers in the Indian people than helping them to become independent citizens of an independent nation.

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[8] Mukerji, loc. cit.

[9] Ibid.

[10] Ibid.

[11] "Education and National Reconstruction," Speeches of Maulana Azad, loc. cit.

[12] Aileen D. Ross, The Hindu Family in Its Urban Setting (University of Toronto Press, 1961), pp. 208-209.

Standardization of curriculum at all levels of education may be viewed as one weakness of the British educational system. A system was developed to insure that all who went to school would meet the same fixed standard by offering the same courses and books for study to all regardless of the individual's previous experience, his life in the foreseeable future, and his particular abilities and interests. The need for helping each individual student to develop himself as fully as he could through education, was probably either unknown or unimportant to the educators. Mukerji discussed this standardization of Indian education in British India at length.[13]

India has now attained independence. She is determined to be a democratic nation. This desire for democracy puts an additional responsibility on contemporary Indian educators. Each person must today be educated for responsible citizenship in a free, democratic nation.

According to Beasly, the two fundamental ideas on which democracy rests are: "(1) a belief in the worth, dignity, and creative capacity of every individual human being; and (2) a belief in the value of creative participation and co-operation of all individuals within a group."[14] The process of change from autocratic ideals of the traditional Indian philosophy and those encouraged by the British rulers to the ideals of democracy of new India has been gradual and perhaps too slow to be universally recognized yet. Some personalities such as Humayun Kabir who have thought and done much in education

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[13] Mukerji, op. cit., p.

[14] Christine Beasly, Democracy in the Home (New York: Assocation Press, 1954), p. 11.

in independent India, are anxious to give democratic principles recognition in India's educational system.[15]

The Ministry of Information and Broadcasting of the government in India has observed an increase in the number of educational institutions and in the number of students attending them.[16] From 1951 to 1956 the number of institutions increased from 289,354 to 366,637, while the number of students enrolled in these institutions increased from 265.72 'lack's to 339.24 'lack's during the same period.[17]

Today, increased facilities for teacher education are being provided. Mukerji reported that the enrollment in teacher training institutions was 42,157 in 1948, while by 1956 it had increased to 105,194.[18] Although increase in enrollment is not always an indication of efficiency of an educational system, it at least suggested a change, and implied the effort being made in teacher education.

Mukerji described today's educational system in India as a melting pot and therefore facing a great challenge.[19] In Mukerji's opinion it has been recognized by educational authorities in India that the new program should satisfy national needs and demands of the country, and ought to be based on

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[15] Humayun Kabir, Education in New India (New York: Harper and Brothers, 1955), pp. 203-207.

[16] A Reference Annual, 1958. Research and Reference Division, Ministry of Information and Broadcasting, Government of India, p. 100.

[17] Ibid.

[18] Mukerji, op. cit., p. 298.

[19] Ibid., pp. 10-11.

her culture, environment and traditions.[20]

In short, it may be said that, the British rulers were the first ones to cultivate any change in the traditional, rigid system of education in India. This change, however, remained far from a complete success because the British ideals and methods of education failed to adapt to ideals, needs and interests of Indian people. After achieving independence, India determined to strive for democracy. Reorganization of its governmental and educational affairs is being undertaken to realize the idealof democracy as fully as possible. The journey from autocracy and dependence to the goal of democracy and independence is a long one. The progress made toward the goal is perhaps too little to be noticed easily today. However, the need for a new educational program to satisfy national needs and demands and based on Indian culture, environment and tradition is being recognized.

II. Importance of Home Science Education in India Today

Brief history of development in India:

The field of home science is accepted as one primarily for the female sex, in almost all countries. In India it is perhaps more so than in some other countries. Only in very recent times have Indians begun to understand and appreciate the value of women's education. In 1937 Nataraujan wrote, "If a person who died a hundred years ago came to life today, the first and most important change that would strike him is the revolution in the position

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[20] Mukerji, Ibid.

of women."[21] Although this might not mean that today women are able to enjoy full rights and status, it does have at least a little element of truth in it.

Since 1917 the education of women has experienced a remarkable change. Today there are women in almost every field of education in India. However, the question of what kind of education should be available to women is still being debated. There are two divergent views on the subject. The orthodox view is that a woman's place is in the home, actually inside the four walls, and that the education of girls must be different from the education of boys. The other is that India needs women outside the four walls of their homes and because of this they should be given precisely the same education as men.[22] The latter school of thought does not appear to consider the fact that, in reality, roles of men and of women differ greatly in almost every country. It gives no consideration to preparation for these differing roles. This debate is, however, largely the result of conflicting ideas of the two groups--one attempting to protect and maintain the old traditional philosophy, and the other endeavoring to abolish the old philosophy entirely.

Another matter of concern is interpretation of what is meant by preparation of women for homemaking tasks. As Kittrell stated: "The people in India, like people almost everywhere, believe that the home is the source of national

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[21] S. N. Mukerji, op. cit., p. 230, citing Nataranjan, Indian Social Reformer, September 25, 1937.

[22] Mukerji, op. cit., p. 247.

strength."[23] In fact, it has been recognized by the Indian society since the beginning of its civilization that the home is the source of national strength and that the woman in the home should be prepared for her task of homemaking. It is in defining "education for homemaking" that a change has been noted due largely to the changed task of homemaking. In the past when the family was an independent unit of society, and life less complex than today, it was the mother who taught her daughter the lessons of homemaking. Today the family is neither an independent unit nor is family life so simple as that of yesterday. The mother's experiences of homemaking are no longer sufficient to become the basis for educating her daughter for her life in the future in a fast-moving society. Agencies outside the home need to assist in the task of educating women for homemaking. A new idea such as the concept of women's education is not always easily accepted by a strongly traditional society such as that found in much of India.

Tara Bai's words throw more light on this same idea. She wrote in 1958:

> In India, education in home economics through schools and colleges was almost unheard of about half a century ago. It never occurred either to educators or the elders that young women need to be taught all that goes into making of a good home outside the home itself. It was believed that all this was imbibed by the young girl who lived in the joint family with the veterans grandmother, aunts, and mother.[24]

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[23] Flemmie P. Kittrell, "University of Barode Establishes Home Economics in Higher Education," Journal of Home Economics, 44 (February, 1952), 97.

[24] B. Tara Bai, "Through Expanding Career," Journal of Home Economics, 50 (October, 1958), 636.

In Tara Bai's opinion the changing structure of Indian family--from joint (kin) to nuclear--and changes of economy of the country, are largely responsible for creating the need for homemaking education being offered to women in schools and colleges.[25] The general trend in homemaking education in the modern world is also partly responsible for the fact that almost all the universities and high schools for girls in India have introduced home science into their curriculums.[26]

The gradual change in Indian thinking was explained by Kittrell.

> Thoughtful men and women in India had said over and over again that the schools and universities should be broad enough in their offerings to cover every aspect of living. They realized that the home was the source of the nation's strength and that something concrete should be done about homemaking education on the university level. As a follow-up of this thinking, the All India Women's Educational Conference met in Poona in 1930 and appointed a committee to draw up a scheme for the education of women. Foremost in their proposal was a plan of education for home and family life. A college of home science, Lady Irwin College, was established in New Delhi in 1932.[27]

Following the establishment of the home science college in New Delhi, several other colleges made attempts to start teaching home science. According to Alexander, by 1952 home economics (home science) was offered at the undergraduate level in seventeen Indian universities; and the universities of Baroda, Delhi, and Madras have established post-graduate programs

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[25] Ibid.

[26] Tara Bai, loc. cit.

[27] Kittrell, loc. cit.

leading to the Master's Degree in some phases of home science.[28] At present there are more than twenty Indian universities offering home science at least at undergraduate level.

In the beginning there was a timidity on the part of many university officials to branch out freely in this, to them, untried field of education. Some individuals like Mrs. Hansa Mehta, vice-chancellor of the University of Baroda, saw the opportunity to establish firmly and broadly a college of home science at a university level. In her address before the All India Conference on August 4, 1951, Mrs. Mehta said:

> The aim of this (home science) education is to improve the conditions of home life, and make our homes centres of a happy cultural life. Environment plays an important part in the life of man. It makes or mars life. The duty of the homemaker is to create a healthy environment that will be conducive to the right kind of living and make for better citizenship. This is more necessary today when we are engaged in the task of building our nation anew.[29]

This excerpt from Mrs. Mehta's address indicated the nature of the change in philosophy occurring in regard to education of women for homemaking in the twenty years since a college of home science was first established.

Another important milestone in the history of development of home science education in India is the establishment of the Home Science Association of India in September, 1952. The constitution of the Home Science

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[28] Anna Vareed Alexander, "Proposals for Strengthening Undergraduate Home Management Curriculum in University of Madras," (unpublished Master's thesis, Ohio State University, 1961).

[29] (Hansa Mehta) Proceedings of the First All India Conference on Home Economics and Home Science, August 4, 1951, M. S. University of Baroda, India, p. 28, cited by Flemmie P. Kittrell, op. cit., p. 98.

Association of India declared its general aims to be promoting the welfare of the family through sound homemaking education and raising the standards of the profession of home science.[30] The aims are planned to be realized through: (1) encouraging the establishment and improvement of homemaking education in schools, training colleges, universities, and out-of-school programs; (2) making reports, pamphlets, and other publications relating to home science available to (schools and colleges with home science programs); (3) encouraging and aiding research and investigation in the various fields of home science such as housing, home management, child development, family relationships, textiles and clothing, handicrafts, and foods and nutrition; and (4) standardizing and co-ordinating the courses in different institutions.[31] There appeared to be two advantages of particular value in the formation of this Home Science Association. First, it would give home scientists in India increased recognition. Second, it would be a common source of help for the Indian home scientist in constantly clarifying the old philosophy and establishing changed philosophy of home science education based upon changing social and economic conditions.

How much importance home scientists themselves attach to their own field of study is of relatively little value if they fail to give a clear image of themselves and their profession to society. The attitude toward home science developed by Indian society was described by Ross in these words:

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[30] "Home Science Association of India Formed," Journal of Home Economics, 45 (May, 1953), 314.

[31] Ibid.

> Another innovation is the establishment of Department of Home Science. These have roused some opposition, for parents not only do not understand their significance in training their daughters to be modern women but are also afraid that the girls will learn new ideas that will make them demand costly household equipment in their homes.[32]

In contrast to the attitude of the general public toward home science education, the "Committee on Religion and Moral Instruction" of the Government of India stated as one of its "broad conclusions," this:

> We regard it most important that in any educational scheme the home should not be left out; and we suggest that through mass media the faults and drawbacks of our homes both in the matter of their physical orderliness and their psychological atmosphere should be pointed out, and instructions given on how these can be removed.[33]

This statement appeared to indicate increasing concern on the part of Indian educators with education of women for improvement of Indian homes.

Present content of courses:

Since achieving independence in 1947, the problem of provicing the Indian people with enough to eat has been the most important one. India has had little opportunity to attend to the relatively less urgent needs such as education. However, thoughtful men and women of India, realizing that the country's future depended largely upon the efficiency and adequacy of their educational system, made sincere efforts for improving India's educational standards. Much remains to be done before the entire system of education, established by the British rulers, can be modified to work in

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[32] Ross, op. cit., p. 214.

[33] Editorial in the Rural India, 23 (January, 1960), 1.

appropriate ways toward objectives and methods most desired by the new, democratic, India.

It has been the pattern of Indian universities to establish one standardized curriculum for every college under its jurisdiction and enforce strict compliance of students and faculty. Each of the universities that offers home science has had its own curriculum in home science courses. Major emphases in Indian home science curriculums are in the field of housing, home management, child development, family relationships, textiles and clothing, handicrafts, and foods and nutrition.[34] But within the territories of each of these major fields, several differing interpretations exist in the home science programs offered. Some difference occurs, as it should, due to differing over-all aims of these curriculums. In some cases these are degree courses; in some non-degree study. A somewhat different importance might appropriately be attached to the "pure science" part of these two types of home science courses. In some universities great emphasis is placed on the teaching of the sciences that enter into homemaking, others emphasize the arts and the humanities.[35]

Another important feature of the present home science program in India is that each major sub-division of the total curriculum is referred to as an individual subject, giving an impression that the field of home science is a cluster of several different subjects independent of one another. For example, Alexander referred to the curriculum in home science at the University of

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[34] "Home Science Association of India Formed," loc. cit.

[35] Alexander, op. cit., p. 3.

Madras thus:

> During the three-year Bachelor's program in home science, these are the subjects that the students are required to study:
>
> English
> A Second Language of the Student's Choice
> Chemistry and Physics
> Physiology and Bacteriology
> Foods and Nutrition
> Home Management (Including Applied Arts, Housing and Sanitation, and Household Economics)
> Clothing and Textiles
> Child Development and Family Relations
> Sociology[36]

This interpretation of home science does not show adequately the interrelationships of the several subject matter areas represented by the field.

Trends in family living.

For more than a thousand years, India has been a cluster of societies, each following a strictly defined way of life. Although peoples of many different cultures influenced India, and modified the original Indian ways to some extent, no one group of people had such tremendous impact on India as the British did.

Consequences of British rule upon family life are perhaps more easily noticeable than upon any other institution of the Indian society. Ross observed that India is made up of an infinite variety of races, castes, religions, and linquistic groups, which lived side by side, in an intricate division of labor, for thousands of years. These deeply laid patterns of behavior do not respond easily to change.[37]

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[36] Ibid., pp. 33-34.

[37] Ross, op. cit., p. 9.

She indicated that the joint family, the caste, the linguistic group and the village were the main units which formed the core of the traditional Hindu society.[38] The joint family in India may be defined as a kin group varying from two to four generations, sharing the same roof, purse and kitchen. These joint families strictly followed the traditions and have been an important--perhaps the most important--unit of society. Rau described the Indian joint family as a "tight unit (of kins), leaving very little room for the outsider."[39]

The tight structure of the joint family continued to exist until the British took over control of India. Industrialization began to bring men out of their joint families and the freedom of the moment allowed many of the nation's women to leave the confined environment of the family.[40]

A recent research study by Indian and American social scientists in several villages of India has revealed the trend toward the break-up of the joint family.[41] The Census of India in 1951 adds more evidence of the decline of joint family living.[42] Schlesinger most aptly commented on the present family life in India as follows:

> There are many tensions facing the joint family in India. This type of family has been the most important for transmitting culture; it passed on the traditions, values, and accepted code of behavior of the prevalent way of life. The many forces which are presently acting on

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[38] Ibid., p. 1.

[39] Santha Rama Rau, This is India (New York: Harper, 1954), p. 21.

[40] Ben Schlesinger, "The Changing Pattern in the Hindu Joint Family System of India," Marriage and Family Living, 23 (May, 1961), p. 175.

[41] Ibid.

[42] Ibid.

> this family pattern have brought about much confusion and frustration. A new pattern appears to be emerging. There is, therefore, a transitional measure of breakdown in the physical aspects of the joint family and a weakening of its social bonds.....the tension between the traditional ideal and the individualistic ideal is present in almost every family situation.[43]

In short, the changing family life pattern, from the joint (kin) family to the nuclear family (the family of husband, wife and their children) needs to be considered before family life in India today can be described accurately.

III. Considerations for Curriculum Development in Home Science

Increasing number of Indian universities are offering home science education. This is one indication of the gradual increase in understanding of the importance of home science education among some Indian educators. The task of deciding the content and methods of this education is a large one and is, at present, a concern of many Indian educators. In view of past and present educational developments in general and home science education in particular, the following appear to be major considerations for Indian educators concerned with home science education.

1. Education in home science must meet the needs of families of India and her students. Education for home and family living has a role in assisting India to reach the objectives of improved economic conditions and higher standard of living and to help its families achieve improved health and well-being.
2. Home science education must be planned with full realization of the

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[43] Ibid.

country's ideal of democracy. The curriculum should be developed democratically and geared to helping students understand and practice the principles of democracy.

3. Individuals differ in abilities and interests. Meeting individual student's needs and interests, and assisting in personal development is therefore more desirable than getting every student to meet predetermined and common standards. Particularly in a country like present-day India, which is seeking to attain true democracy in both individual and government affairs, provisions for individual differences become all the more important.

4. The concept of home science education in India is in its developmental stages and a general understanding of basic subject matter is the first need of its students, and must come before specialized instruction can successfully be given.

5. Education for home and family living must prepare students for the responsibilities of the changing family life pattern in India. Thus it must prepare students to meet and solve problems which do not even exist in their present lives. Problems to be solved may be of a personal or of a national character.

6. The trend toward dividing home science into various subject matter courses and ignoring their interrelationship needs alteration to insure that the student will see the relationship of all aspects of home science to the many phases of life.

7. It is beneficial to study the curriculums and methods of teaching home science used in countries other than India. But a certain degree of modification will be important before these courses and methods can be

adapted successfully to the needs of Indian students and to needs and conditions of India today.

8. Constructive efforts must be made to bring about a desirable change in understanding and attitudes of the general public toward home science education.

Both the opportunity and the challenge to educators in the field of home science are great today.

IV. Definitions of Terms Used in the Study

Generalization: A complete thought that expresses an underlying truth, has broad application and usually indicates relationships.

Joint Family: A kin group representing two or more generations (usually three), sharing a common purse, shelter, and kitchen.

Nuclear Family: An immediate kin group of a husband, his wife and their children (only two generations).

Resources: Books, periodicals, including professional journals; illustrative materials; and people selected to supplement teaching.

Student: A girl in college home science class.

Survey Course: A course treating selected major problems of the larger field of home science.

CHAPTER II

PROCEDURE

When the writer returns to India she will resume teaching in the department of home science in the College of Agriculture in the Osmania University at Hyderabad. Responsibilities she will assume there will include curriculum development and implementation. An understanding of basic principles of curriculum planning will be a requirement for such responsibility. The course outlined in this study has been an outgrowth of the writer's investigation in the fields of curriculum development and teaching methods.

Earlier in this study the writer has reviewed literature relative to educational goals in India today, the development of home science education, and current family living patterns. Knowledge gleaned in the above areas provided general background for the study.

According to Tyler, consideration of needs of students for whom a curriculum is planned is a requirement for effective planning of curriculum.[1] Developmental tasks defined in this study were based on Havighurst's[2] developmental tasks of early adulthood and were stated as they pertained to the young Indian women students for whom this course was planned. Characteristic behaviors of Indian women in early adulthood were described. These behaviors provided a basis to determine developmental needs of students

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[1] Ralph W. Tyler, Principles of Curriculum and Instruction (Chicago: The University of Chicago Press) 1950, p. 5.

[2] Robert J. Havighurst, Developmental Tasks and Education, 2nd Edition, (New York: David McKay and Company) 1962.

on which both broad objectives and detailed plans for the course were established.

I. The Situation

The university in which this survey course will be taught is located in Hyderabad, in south India. The College of Agriculture in this university offers a three-year degree program in which a course in home science is required for women students in their final year. This course is allocated three hours of theory periods (recitation), and a laboratory hour of three periods each week. This has been the pattern since 1960.

The women students in this class are likely to belong to either Mohammedan or Hindu communities. In general the following assumptions will be true of these students.

1. The majority of these students are in the later years of adolescence or in the beginning years of early adulthood.
2. The majority of these students belong to middle or higher socio-economic class.
3. Students have little formal acquaintance with the field of home science and thus little understanding of the subject matter included in it.
4. The course under consideration is a required one and all students may not be vitally interested in this field of study at present.
5. Students may have some theoretical knowledge in economics; pure sciences, such as physics, chemistry, biology; and in certain household tasks such as preservation of fruits and vegetables.

6. The majority will marry soon after graduation from agriculture college.
7. The majority have been raised and will live in autocratic families after their marriage, where there is little or no chance to learn and practice principles of democracy.
8. Students, as a result of several of these situations, may have a somewhat negative attitude toward the subject matter of home science and lack understanding of its breadth and depth.
9. These students are products of Indian homes where the pattern of family life includes a high birth rate (large family), practice of autocracy (which is more common in "joint" families), strict adherence to religion and rituals, reluctance to change standards or to mix with peoples of cultures other than their own.

II. Bases for the Survey Course

Table 1 shows the relationship of developmental tasks of early adulthood indicated by Havighurst[3] to those identified by the writer as being typical of Indian women, characteristic behavior of Indian women associated with learning of the task, and implications these factors may have for the teacher of Home Science in an Indian university.

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[3] Ibid., pp. 72-82.

TABLE I

BASES FOR THE SURVEY COURSE

Developmental Task of Early Adulthood as Stated by Havighurst	Developmental Task of Indian Women in Early Adulthood	Characteristic Behavior Associated with Developmental Task	Implications for the Teacher
1. Selecting a mate	1. Marrying a boy of parent's choice or helping to choose a boy when allowed.	1. Obeys parents. Accepts mate chosen for her. 2. Is ill at ease when discussing her marriage. 3. Hesitates to leave parents' home and go to live in a strange family with a strange person.	Guide the student in: 1. developing skills in critical thinking. 2. developing a healthy attitude regarding marriage. 3. learning the nature and responsibilities of married life. 4. understanding and gaining emotional, social and intellectual maturity.

TABLE I (continued)

Developmental Task of Early Adulthood as Stated by Havighurst	Developmental Task of Indian Women in Early Adulthood	Characteristic Behavior Associated with Developmental Task	Implications for the Teacher
2. Learning to live with a marriage partner.	2. Learning to live with a marriage partner and his kin family.	1. Is apprehensive about new home. 2. Talks as little and as softly as possible, especially in presence of men. 3. Hesitates to converse with husband and retires from mentioning husband's name or talking about him.	Guide the student in: 1. gaining an understanding of things expected of a wife and daughter-in-law. 2. learning about characteristics of successfully married women to gain insight into means of meeting problems. 3. gaining understanding of others as human beings. 4. learning the process of problem solving and relating the process to own needs.

TABLE I (continued)

Developmental Task of Early Adulthood as Stated by Havighurst	Developmental Task of Indian Women in Early Adulthood	Characteristic Behavior Associated with Developmental Task	Implications for the Teacher
3. Starting a family.	3. Starting a family.	1. Assumes little responsibility in decisions regarding family planning. 2. Shows negative attitude toward parenthood.	Guide the student in: 1. developing positive attitude toward parenthood. 2. understanding importance of planning for a family. 3. gaining perspective on responsibilities of parents toward children in the family life cycle.

TABLE I (continued)

Developmental Task of Early Adulthood as Stated by Havighurst	Developmental Task of Indian Women in Early Adulthood	Characteristic Behavior Associated with Developmental Task	Implications for the Teacher
4. Rearing children.	4. Rearing children with assistance of mother-in-law.	1. Considers child-rearing job as a stereotyped, everyday one. 2. Is unaware of long-range results of early child-rearing practices. 3. Is unable to evaluate own effectiveness as a parent. 4. Shows frustration as a result of difference of opinion with others in the family about child-rearing practices.	Guide the student in: 1. gaining understanding of others, their attitudes and beliefs. 2. acquiring emotional and intellectual maturity. 3. gaining ability to solve problems in conflicting situations. 4. understanding possible results of various child-rearing practices. 5. evaluating own behavior with young and old.

TABLE I (continued)

Developmental Task of Early Adulthood as Stated by Havighurst	Developmental Task of Indian Women in Early Adulthood	Characteristic Behavior Associated with Developmental Task	Implications for the Teacher
5. Managing a home.	5. Managing a home or assisting in managing a home.	1. Regards the task of managing a home as unchallenging, unintellectual and routine. 2. Attempts to adopt uncritically traditional ways of home management. 3. Uses trial and error methods until satisfactory solutions to problems are reached. 4. Shows complete or partial unawareness of principles of management. 5. Denies herself time for recreation.	Guide the student in: 1. seeing results of effective home management. 2. becoming aware of intellectual challenges of the tasks of home management. 3. understanding the process of management and applying it to homemaking duties. 4. recognizing the various resources available and ways of utilizing them effectively.

TABLE I (continued)

Developmental Task of Early Adulthood as Stated by Havighurst	Developmental Task of Indian Women in Early Adulthood	Characteristic Behavior Associated with Developmental Task	Implications for the Teacher
6. Getting started in an occupation.	6. Getting started in homemaking.	1. Views problem situations in homemaking with lack of confidence. 2. Acts in defensive manner and with prejudice. 3. Attempts to imitate mother-in-law's methods of completing homemaking tasks. 4. Shows apprehension about trying new ways of homemaking. 5. Shows lack of understanding and appreciation of role as a homemaker. 6. Fails to understand and accept others' behavior in family. 7. Sees inadequate opportunity to make decisions independently.	Guide the student in: 1. understanding and appreciating her role as homemaker and mother. 2. gaining perspective of the family's developmental tasks throughout life cycle. 3. acquiring mental and manual skills necessary for effective homemaking. 4. developing ability to evaluate own behavior and attitudes toward homemaking.

TABLE I (continued)

Developmental Task of Early Adulthood as Stated by Havighurst	Developmental Task of Indian Women in Early Adulthood	Characteristic Behavior Associated with Developmental Task	Implications for the Teacher
7. Taking on civic responsibility.	7. Taking on civic responsibility.	1. Participates in elections. 2. Is unaware of ways to apply principles of democracy to family life. 3. Perceives inadequately the relation of homemaking to civic problems.	Guide the student in: 1. studying current problems of civic importance and perceiving her share in their solutions. 2. understanding and practicing principles of democracy in daily family living.
8. Finding a congenial social group.	8. Making adjustment to the social group to which her husband's family belongs.	1. Tries to make adjustments to the kin family's social group and find satisfaction there. 2. Limits her friendships with people of her own choice 3. Occasionally finds own social group.	Guide the student in: 1. gaining social competence. 2. developing sound basis for establishing friendships.

Competences desirable for successful mastery of these tasks, the developmental needs of students, may be summarized as follows:

1. Acquiring knowledge of their developmental tasks and understanding the importance of achieving them.
2. Developing positive attitude toward them, and
3. Gaining mental and manual skills necessary to achieve the tasks.

III. Research Studies and Classroom Observations Related to the Study

Research studies

Three studies done by students from India and Pakistan proved helpful as this study was developed. Alexander[4] developed proposals for strengthening the undergraduate curriculum in home management at the University of Madras. She emphasized India's need for conservation and effective management of her resources due to their scarcity and criticized certain aspects of the current system of university education, namely the limits drawn by the university in regard to each college's freedom to plan and execute its own curriculum. She proposed that emphasis be given to principles of home management in every field of subject matter offered.

Hossain[5] studied the general economic situation in East Pakistan and drew implications for teaching family economics in the College of Home

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[4] Alexander, op. cit.

[5] Shamsunder Hossain, "Developing Proposals for Teaching Family Economics in the College of Home Economics, Dacca," (unpublished Master's thesis, Oklahoma State University, 1961).

Economics at Dacca. She stressed the importance of a course in family economics and, with the help of a pilot study at Oklahoma State University, developed proposals regarding the content of such a course.

Sen[6] analyzed the Second Five-Year Plan of India and stated implications of this plan for the home science program in higher secondary schools. She pointed out the plan's objective of raising the standard of living of the people, and means by which the plan could be implemented through home science education.

These studies are three different approaches to a somewhat similar problem, that of determining scope and content of curriculum. Educational and family living situations in India and Pakistan, as described by these writers, provided backgrounds for their studies and bases on which their proposals were made.

This approach to curriculum development emphasized the importance of planning scope and content of courses with needs and backgrounds of students in mind. Each group of students had unique needs and each educational situation was somewhat different.

Classroom observations.

Classroom observations were planned to give the writer greater insight into scope of subject matter in home science, techniques of curriculum planning, and methods of teaching appropriate for college students. Observations were made in college classes in the areas of family and child development,

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[6] Bani Sen, "Analysis of the Second Five-Year Plan of India with Implications for the Home Science Program in Higher Secondary Schools (Multipurpose) with Special Reference to West Bengal State," (unpublished Master's thesis, University of Tennessee, 1960).

foods and nutrition, family economics, art, clothing and professional education.

Major deductions made by the writer as a result of these observations included:

1. There is much important and intellectually challenging subject matter to be taught in the field of home science.
2. The interrelatedness of various subject matter areas of home science (home economics) can be shown while teaching any one of them.
3. Learning the pure sciences is not as much the aim of home science education as is its application to individual, family, and community problems.
4. There are many important problems to be solved in family living and individuals need to learn to solve them.
5. Learning experiences deliberately planned for teaching problem solving in personal and family life can result in increased ability to do so.
6. In the field of home science there are an infinite number of possibilities for variety when selecting teaching-learning experiences appropriate for college students.
7. Home science is a field of knowledge in which there can be opportunity for students to learn through use of all the senses including taste, touch, and smell as well as sight and sound.

The review of research and observations were helpful as the writer defined broad objectives for the survey course, developed unit plans to achieve

these objectives, and determined resource materials appropriate for use by students and teachers.

CHAPTER III

THE SURVEY COURSE

Students enrolled in the home science course will have had little formal acquaintance with the field of home science. In addition, as has previously been emphasized, they may have a somewhat negative attitude toward formal study in this field. Because of these two prevailing situations it was considered important that the course planned for these students be basic in nature and broad in scope.

Clear perception of the many-faceted aspects of the field of home science is a basic factor in forming an accurate concept. A course treating selected major problems of the larger field of home science was considered an appropriate approach to this problem. This type of course would give students opportunity to survey the field of home science and become acquainted with many of its aspects.

Broad objectives for the course were defined, with special consideration for developmental needs of students.

I. Broad Objectives for Students

1. To identify and explore the nature and scope of home science.
2. To grow in understanding and appreciation of the role of homemaker.
3. To develop ability to manage available resources effectively for increased satisfaction in personal, family, and community living.
4. To understand, accept, and appreciate other individuals in family and community.

5. To grow in ability to think critically and constructively for intelligent decision making in all aspects of personal and family life.

The development of managerial skills and the ability to do critical thinking, both of increasing importance in today's complex life, were stressed in the survey course. Satisfying interpersonal relations desirable for strengthening individual and family life necessitates the homemaker's understanding, accepting, and appreciating behavior of others in family and community. Lack of understanding and appreciation of the role of homemaker reduces the possibility of learning to be an intelligent homemaker. For this reason understanding and appreciation of the role of the homemaker was considered as one of the broad objectives of this course.

Five units of study were planned to help students achieve these objectives. Approximately thirty weeks during each academic year are assumed as the time available for this course. The first term of approximately fourteen weeks is followed by a two-week break. Classes then resume for about five weeks followed by a two-week break. After this students return for eleven weeks.

Table II shows the units of study in sequential order and the number of weeks allocated for each.

As will be noted, the first five weeks of unit 4 are prior to the second break, and four weeks follow it. During the first five weeks physical care necessary for family health will be emphasized, while nutrition, including some food preparation will be taught in the latter four weeks when larger supplies of fresh fruits and vegetables are available on the market.

TABLE II

UNITS OF STUDY AND NUMBER OF WEEKS ALLOCATED FOR EACH

Unit of Study	Time Allocated in Weeks
1. Exploring the nature and scope of home science and understanding its importance to the homemaker.	2
2. Understanding and accepting oneself and others.	6
3. Realizing and utilizing effective management of family resources.	6
4. Improving family health and well being through good nutrition and physical care of family members	9
5. Preparing for the role of homemaker and mother.	7
TOTAL	30

Interrelationship of developmental needs of students, broad objectives for the course and units of study is shown in Table III.

The first objective for the course, "To identify and explore the nature and scope of home science," has relationship with two developmental needs, namely: (1) knowledge of their developmental tasks and understanding of the importance of achieving them, and (2) developing positive attitude toward them. Thus, as will be noted in Table III, the relationship between "Broad objectives" and developmental needs is shown by an (x). Unit 1 has relation with the first two developmental needs: (1) knowledge of their developmental tasks and understanding the importance of achieving them, and (2) developing positive attitude toward them. Relationship between a unit of study and developmental needs is indicated by a (0).

TABLE III

RELATIONSHIP OF DEVELOPMENTAL NEEDS OF STUDENTS, BROAD OBJECTIVES FOR THE SURVEY COURSE, AND UNITS OF STUDY

Broad Objectives (X)	Developmental Needs of the Student			Units of Study (O)
	Knowledge of their developmental tasks and understanding the importance of achieving them.	Developing positive attitude toward them.	Gaining mental and manual skills necessary to achieve the tasks.	
1. To identify and explore the nature and scope of home science.	X O	X O		1. Exploring the nature and scope of home science and understanding its importance to the homemaker.
2. To grow in understanding and appreciation of the role of homemaker.	X O	X O	O	2. Understanding and accepting oneself and others.
3. To develop in ability to manage available resources effectively for increased satisfaction in personal, family, and community living.	X O	X O	X O	3. Realizing and utilizing means of effective management of family resources.
4. To understand, accept, and appreciate other individuals in family and community.	X O	X O	X O	4. Improving family health and well being through good nutrition and physical care of family members.
5. To grow in ability to think critically and constructively for intelligent decision making.	X O	X O	X O	5. Preparing for role of a homemaker and mother.

(X) The cross in the table shows the relationship between the broad objective and the developmental need.

(O) The zero shows the relationship between the unit of study and the developmental need.

One unit, "Preparing for the role of a homemaker and mother," has been developed in this study. This unit is one which incorporates and integrates several broad objectives developed for the entire course, and hence, is the unit which completes the survey course. The unit and its objectives are:

Unit: Preparing for the role of homemaker and mother

Unit Objectives:

1. To establish a clear concept of the task of homemaking and motherhood.
2. To realize the homemaker's relationship to and responsibility for the welfare of the family, community, and nation.
3. To appreciate the value of effective homemaking and the task of intelligent parenthood.
4. To gain a positive attitude toward the roles of homemaker and parent.
5. To identify relationships, responsibilities, and values of Indian family life.
6. To realize the role of the Indian homemaker in a changing society.
7. To develop understanding of family developmental tasks in various stages of family life cycle.
8. To increase competence in recognizing and providing for achievement of developmental tasks of each family member.
9. To grow in ability to identify and solve homemaking problems intelligently.

The unit plans which follow indicate selected learning experiences through which students may attain these objectives. Teaching materials

have been suggested for both teachers and students and were chosen from those available in the field which could reasonably be expected to be attainable in India. Resource persons invited to talk to the class, films, filmstrips, bulletin boards and other kinds of visual aids were also included as "teaching material." The suggested learning experiences and teaching materials were chosen to provide flexibility in meeting individual differences of students in learning ability, interests, and backgrounds.

Evaluation will serve to indicate quality and quantity of learning achieved by the student. A pencil-and-paper test (see Appendix A) was developed to be administered prior to, and following the unit.

II. The Unit Plan

Plan for the unit is presented in Table IV.

TABLE IV

THE UNIT PLAN

Unit 5: Preparing for the role of homemaker and mother.

Learning Experience	Teaching Materials	Situations for Evaluation
1. Describe your own family. Mention such things as: a. Number of members in the family. b. Their age, sex, and position in the family (e.g. father, mother, etc.) c. Occupation of each member. d. Festivals or other functions celebrated by the family. e. Who participates in them? How? f. Who makes the decisions in the family? g. Mother's responsibilities in home (and outside, if any). 2. View the film "The Family of Man."	"The Family of Man" (26 min.) This film shows the life, love, work, and play of families around the world. Price: not known. Distributors: McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36, New York.	Ability of students to evaluate the film content in regard to: a. What is the main idea shown in it? b. How do families in other cultures compare with those in ours?

TABLE IV (continued)

Learning Experience	Teaching Materials	Situations for Evaluation
3. Discuss the role of the woman in the Indian family. a. as daughter b. as wife c. as mother d. evidence of changing role of women e. reasons for change f. responsibilities of women due to changing role	Aileen D. Ross, The Hindu Family in Its Urban Setting, University of Toronto Press, 1961, pp. 208-234, Chapter 7: Education and the Family. Women of India (Book of Readings) Editor: Tara Ali Bog Publisher: Government of India Press, 1956	Quality and frequency of participation in discussion. Evidence of contribution based on reading.
4. Individual's definition of the term "homemaker." Group discussion of definitions. Arrive at a group definition if possible.		
5. Discuss family life in India. Form individual generalizations regarding: relationships, responsibilities and values in Indian family life; changing patterns of family life; changing relationships, responsibilities, and values; responsibility of education.	David G. Mandelbaum, "The Family in India." The Family: Its Function and Destiny, Revised Ed., Editor: Ruth Nanda, Anshen, (New York: Harper and Bros., 1959, pp. Chapter Aileen D. Ross, The Hindu Family in Its Urban Setting, University of Toronto Press, 1961.	Depth of insight in generalizations formed individually.

TABLE IV (continued)

Learning Experience	Teaching Materials	Situations for Evaluation
5 (cont'd)	Ben Schlesinger, "The Changing Patterns in the Hindu Joint Family System of India," Marriage and Family Living, 23 (2) 1961, pp. 170-175.	
6. A resource person in the field of sociology will speak to the class about "Family Life in Indian Society Today: Its Relationships, Responsibilities and Values." Students write generalizations based on material presented to the class.	Resource person	Ability to develop generalizations based on sound subject matter.
7. Discuss the "Developmental Task" concept. Apply it to young homemaker's life.	Robert J. Havighurst, Developmental Tasks and Education, (New York: David McKay Company, Inc.), 1961. Chapter 1: Life and Learning pp. 1-5 Chapter 4: Characteristics of Developmental Tasks pp. 29-32 Chapter 6: Developmental Tasks of Early Adulthood pp. 72-82	Contributions to class discussion. Evidence of ability to apply the concept to interpretation of young homemaker's life.

TABLE IV (continued)

Learning Experience	Teaching Materials	Situations for Evaluation
8. Discuss "Family Developmental Task" concept. Define developmental tasks of Indian families.	Evelyn Millis Duvall, Family Development, 2nd Ed., (New York: J. B. Lippincott Co.) 1962. Chapter 2: Family Developmental Tasks, pp. 27-51	
9. Discuss "family - life cycle." identify stages. Relate family developmental tasks to family-life cycle.	Evelyn Millis Duvall, Family Development, 2nd Ed., (New York: J. B. Lippincott Co.), 1962. Chapter 1: The Family-Life Cycle, pp. 3-25	Quality and frequency of participation in class discussion. Ability to recognize developmental tasks of own family.
10. Discuss and identify developmental tasks of individual at various stages of life. Recognize homemaker's and mother's role in fostering development of family members.	Robert J. Havighurst, Developmental Tasks and Education, 2nd Ed., (New York: David McKay Company), 1962.	Indication that contributions are based on study of sound factual material.
11. Invite homemakers from city and village in various stages of life-cycle to talk to the class about: a. problems in homemaking b. ways of coping with these problems	Aileen D. Ross, The Hindu Family in Its Urban Setting, University of Toronto Press, 1961. Pamphlets Ruth Carson, Having a Baby, Public Affairs Pamphlet No. 178 (1952).	Written summary of the homemakers' talks. a. What are the real problems of each homemaker? b. Are solutions well-chosen?

TABLE IV (continued)

Learning Experience	Teaching Material	Situations for Evaluation
11 (cont'd) c. possible solutions and reasons for choosing them.	Evelyn Millis Duvall, Building Your Marriage, Public Affairs Pamphlet No. 113 (1946). George Lawton and Maxwell S. Stewart, When you Grow Older, Public Affairs Pamphlet No. 131 (1956). Ernest Osborne, Democracy Begins in the Home, Public Affairs Pamphlet No. 192, 8th ed., (1958). Dallas Pratt and Jack Neher, Mental Health is a Family Affair, Public Affairs Pamphlet No. 155, 12th Ed., (1957). Resource Persons Homemakers in various stages of life-cycle invited to talk to the class.	c. Could these problems be solved in any other way(s)? How? d. Which problems seem to be common to all the homemakers? e. Which problems are unique for each one? f. What factors may create the unique problems?
12. Allow the class to divide into groups of three or four to study problem situations in homemaking and motherhood. Discuss various possible solutions to each problem situation.	Arthur Witt Blair, and William H. Burton, Growth and Development of the Preadolescent, (New York: Appleton-Century-Crofts, Inc., 1951). Chapter 7.: Guiding the Development of the Preadolescent, pp. 197-211.	Quality and frequency of participation in group discussion. Ability to summarize from the films: a. the main theme b. problems presented c. solutions suggested.

TABLE IV (continued)

Learning Experience	Teaching Material	Situations for Evaluation
13. View the films: 1. "Preface to Life" (20 min.) 2. "Principles of Development" (17 min.) 3. "Your Family" (10 min.)	Ruth M. Hoeflin, Essentials of Family Living. (New York: John Wiley and Sons, Inc., 1960). Periodicals Joan B. Glad, "How Children May Be Taught Tolerance and Cooperation," Marriage and Family Living, 24 (1): 1962, pp. 77-80. Publications A Healthy Personality for Your Child, United States Department of Health, Education, and Welfare, Social Security Administration, Children's Bureau, Publication No. 337 (Washington: Government Printing Office, 1952). Nina Ridenour and Isabel Johnson, Some Special Problems of Children Aged 2 to 5 Years, The National Association for Mental Health, Inc., in association with the New York State Association for Mental Health, State Charities Aid Association (New York: New York State Association for Mental Health).	

TABLE IV (continued)

Learning Experience	Teaching Materials	Situations for Evaluation
12 13 (cont'd)	The Adolescent in Your Family United States Department of Health, Education and Welfare, Social Security Administration, Children's Bureau Publication 347, Revised (Washington: Government Printing Office, 1955). Your Child from One to Six, United States Department of Health, Education, and Welfare, Social Security Administration, Children's Bureau Publication No. 30, Revised (Washington: Government Printing Press, 1956). Your Child from 6 to 12, United States Department of Health, Education, and Welfare, Social Security Administration, Children's Bureau Publication No. 324, (Washington: Government Printing Office, 1949). Katherine M. Wolf, with Aline B. Averbach, As Your Child Grows: The First Eighteen Months, (New York: The Child Study Association of America, Inc., 1955). Pamphlets Alan F. Guttmacher and Joan Gould, New Facts About Birth Control, Public Affairs Pamphlet No. 136 B (New York: 1959).	

TABLE IV (continued)

Learning Experience	Teaching Materials	Situations for Evaluation
12 13 (cont'd)	How to be a Parent and Like It, (Ross Laboratories, 1958) James L. Hymes, Jr., Enjoy Your Child--Ages 1, 2, and 3, Public Affairs Pamphlet No. 141 (New York: 1958). Understanding Your Young Child, Metropolitan Life Insurance Company (New York: 1957). When Children Ask About Sex, (New York: The Child Study Association of America, Inc., 1953). Elizabeth Ogg, When Parents Grow Old, Public Affairs Pamphlet No. 208 (New York: 1954). Your Children and Discipline, (Ross Laboratories: 1959). Films "Preface to a Life" (29 min.) The film portrays three possible outcomes of one child's life. Illustrates how the relationships with family and community affect the child's personality. Distributed by: Castle Films Department, United World Films, Inc., 1445 Park Avenue, New York 25, New York.	

TABLE IV (continued)

Learning Experience	Teaching Materials	Situations for Evaluation
12 13 (cont'd)	"Principles of Development" (17 min.) The film outlines the fundamentals of growth and defines principles of development. Illustrates factors creating individual differences. Distributed by: McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36, New York. "Your Family" (10 min.) The story of a happy family. Cooperation, mutual understanding, acceptance of responsibility which makes the family happy are illustrated. Distributed by: Coronet Films, Coronet Building, Chicago 1, Illinois.	
14. Panel discussion on "community and national problems affecting Indian families." a. Identify problems. b. Show relationship of these problems to family living.	"The Population Explosion" (43 min.) Shows overpopulation problem of India. Price: $10.00 Distributed by: CBS - Report Series.	Ability to identify problems presented in film and by panel and to see their relationship to family living.
15. Prepare themes based on learnings from the unit.	Any reference materials used throughout the unit.	Quality of insight shown by students in them.

The following questions will be distributed to students as a guide for study during the unit.

1. How can family life in India today be described accurately?
2. What values do Indian families hold important?
3. How can the role of the Indian homemaker and mother be defined accurately?
4. How does the role of the modern homemaker differ from that of the traditional homemaker?
5. What is the 'developmental task' concept? How can developmental tasks of Indian homemakers be defined satisfactorily?
6. What competences seem desirable for the Indian homemaker?
7. How can criteria for success in homemaking be determined?
8. What are the developmental tasks of Indian families?
9. Why is knowledge and understanding about social problems important to the modern homemaker?
10. What are some of the major national problems of India? How can homemakers help solve them?
11. What do the family and society expect from a modern Indian homemaker?
12. How do Indian women appear to view their roles as homemakers and mothers?

Generalizations which students will be expected to realize as a result of learnings in the unit include:

1. The Indian family is one of the most complex units in human society.
2. The transitional stage of the Indian family pattern from joint to nuclear appears to create confusion and tension in family functioning.

3. Modern scientific knowledge and old religious beliefs are the two main sources of values in today's India, and these two may be in controversy.
4. The family provides a matrix within which developmental needs are satisfied.[1]
5. The title of "homemaker" rather than "housewife" may best suit the wife and the mother because of her coordinating role in the family.
6. Changes in family life patterns, values, and tasks are inherent with a changing society. Such changes bring about corresponding changes in the role of homemaker and mother.
7. Because many outside agencies are assuming functions that were formerly strictly the family's, homemakers may have increasing numbers of outside responsibilities.
8. Providing a well-ordered life in a well-ordered home for her family is a major responsibility of the homemaker and mother.
9. Helping every family member achieve his developmental tasks is a significant function of the homemaker in today's family.
10. The family's success in finding happiness and satisfaction in any one of the stages of life is dependent primarily upon how well it achieves the developmental tasks of the period.[2]

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[1]Unpublished material from Home Economics Education Curriculum Workshop, Ames, Iowa, July, 1962.

[2]Evelyn Millis Duvall, Family Development, 2nd Ed. (New York: J. B. Lippincott Co., 1962). pp. 515.

11. Providing a setting within which an individual is free to become his best self is one sign of a successful family.
12. The family's success depends in large part upon its ability to adjust to a changing world and to provide its members needed guidance and protection.
13. One challenge to families is that of increasing the incidence of success and diminishing the frequency of failure in attaining developmental tasks of life, throughout the entire family life cycle.[3]
14. Intelligence and education are important tools contributing to the efficiency of the homemaker.
15. Homemaking is more than housekeeping since in homemaking the subjects of concern are people rather than things.
16. To give every family member "loving understanding and understanding love" is the mother's role.
17. The family as a group needs to learn its developmental tasks which vary at every developmental stage of the family life cycle.
18. "A dynamic philosophy of human relationships, knowledge of basic homemaking skills, and faith in the family as the principal agent for the development of human beings and human societies"[4] are basic to successful homemaking.

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[3] Ibid.

[4] Muriel W. Brown, "Home Economics Around the World," Journal of Home Economics, 49(9): 1957, p. 526.

III. Evaluation

The student's progress toward realizing these generalizations will be evaluated from time to time. Class discussions, comments, written quizes, and daily assignments, as well as the final test, will provide opportunities for evaluation.

The unit test (Appendix A), was designed to determine the degree of attainment of unit objectives. It is anticipated that a score on the test may not be given, but that the evaluation instrument will assist in determining student progress toward unit objectives. Revision of certain aspects of test instrument may be desirable as learning experiences are adapted to meet needs of students in the course.

As one of the means of evaluation of the survey course, a questionnaire, (Appendix B), was constructed. The questionnaire will be completed by students to record their suggestions for and criticisms of the course.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

I. Summary

On returning to India the writer's responsibility at the Osmania University in Hyderabad will involve teaching a course in home science to students in their final year of the College of Agriculture. Home science education in India, especially in Osmania University, is in its early stages of development, Since her independence in 1947, India has worked to develop all aspects of national concern, including her educational system, to realize her ideal of democracy. The field of home science education is a developing one - new to both the schools and the general public, and pioneer efforts in home science teaching are presently being made in its teaching. Motivated by the challenges of the new field of home science and by her study of home economics content and teaching methods at Kansas State University, the writer chose to increase her competence in curriculum development through this study.

A reivew of literature regarding education in India provided background as the writer defined the problem and related it to home science education needs at Osmania University. Classroom observations at Kansas State University identified teaching-learning situations and reference materials appropriate for college students. Developmental tasks of early adulthood, stated by Havighurst, were adapted to describe needs of the Indian students for whom the course developed in this study was planned.

Since these students will have had little prior acquaintance with the

field of home science, a survey course treating selected major problems of the larger field of home science, was considered appropriate. Five units of study were planned to direct learning experiences toward achievement of broad objectives of the course. One unit, "Preparing for the Role of Homemaker and Mother," was developed in detail. Unit objectives, learning experiences, teaching materials, situations for evaluation during teaching of the unit, guide questions and generalizations to be realized by the student were suggested.

A test to be given at the beginning and at the end of the unit was developed to provide a means for evaluations of learnings from the unit. A questionnaire was developed to assist the teacher in ascertaining student reactions to learning situations and teaching methods in the course of study.

This survey course and the unit developed in the study will provide assistance as the writer returns to India and resumes her teaching responsibilities.

II. Recommendations

The writer realizes that the course developed here may need modifications. One responsibility of the teacher will be to adapt suggested learning situations to meet needs of students enrolled in the course. Plans as developed in this study can serve only as a guide in planning. General recommendations are made for final implementation of the course. These include:

1. That final plans for the course be made in consultation with the head administrator, other staff members of the department of home science, and, if possible, with other faculty.

2. That the educational needs of the students, their interests, abilities, and background, be determined for the specific students enrolled in the course and that course plans be adapted to meet these needs, interests, abilities and backgrounds.
3. That the needs, interests, and attitudes of the community be as closely studied as those of the students in order to make the course useful and acceptable in the community.
4. That students, as well as the members of the community-especially parents of the students, be involved in planning, and their suggestions invited to define broad objectives for the course.
5. That the content and methods of the course be evaluated constantly in light of needs, interests, and attitudes of the students and the community.
6. That constructive efforts be made to assist community members to broaden knowledge, understanding, and attitudes regarding the field of home science.
7. That reference materials be selected from those available locally, or from those that could be made available.
8. That efforts be made to make available a greater variety of teaching-learning materials than presently exists in order to provide for individual differences and to expand knowledge and understanding of the field of home science.
9. That means of evaluations of students' learning be utilized in addition to those suggested in this plan.
10. That the content and methods of the course suggested here be modified

to meet the changing needs of students at Osmania University College of Agriculture.

11. That since individuals first formulate their patterns of behavior at home, home science students, tomorrow's homemakers, be given maximum opportunity to understand and practice principles of democracy.

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APPENDICES

APPENDIX A

TABLE V

UNIT TEST - RETEST

Unit Objective	Test	Retest
1. To establish a clear concept of the task of homemaking and motherhood.	Explain what the term "homemaking" means to you. Discuss the five most important responsibilities of a mother to her children.	Analyze the concept of "homemaker." Indicate duties and responsibilities of the wife and mother in relation to other family members.
2. To realize the homemaker's relationship to and responsibility for the welfare of the family, community and nation.	Indicate and describe briefly the most important responsibilities of the homemaker in regard to family, community and nation.	How can a homemaker contribute effectively to family, community and national life?
3. To appreciate the value of effective homemaking and the task of intelligent parenthood.	State five factors you would consider as characteristics of an intelligent parent.	Describe a mother you know. State five things she does for her children that appear to be characteristics of intelligent parenthood. Explain.
4. To gain a positive attitude toward the roles of homemaker and parent.	How would you judge from a homemaker's behavior whether or not she has a positive attitude toward her task? Give an example.	What might be the factors which contribute to the following attitude expressed by a young Indian mother? How might the situation be improved? "I don't know why my father spent all that money on my college degree if I was to do this rolling the bread and washing diapers all day."

TABLE V (continued)

Unit Objective	Test	Retest
5. Identify relationships, responsibilities and values of Indian family life.	State five factors which seem to you to characterize Indian family life today. Explain briefly.	Analyze briefly the relationships, responsibilities and values existing in Indian family life.
6. To realize the role of the Indian homemaker in a changing society.	List two factors you would consider as major changes in the role of the modern Indian homemaker.	Contrast the roles of a "modern" young homemaker and of a homemaker of your mother's generation. Identify major changes and effects of these changes.
7. To develop understanding of family developmental tasks in various stages of family life cycle.	Explain the concept of "developmental task." Mention three developmental tasks of young adulthood and three of a family.	Mr. and Mrs. X have five children aged eight to one year. Mr. X's brother, Subhash, fourteen, lives with them. They live in a small, two-room house. Mrs. X often complains about having to pay a large medical bill every month. The children appear to be unsupervised, poorly clothed and untidy. Subhash has been in trouble with school authorities. Which developmental tasks does this family seem to be neglecting? What might they do to solve their problems?
8. To increase competence in recognizing and providing for achievement of developmental tasks of each family member.	List two developmental tasks of any age group and explain how a homemaker could help an individual in their achievement.	

APPENDIX B

QUESTIONNAIRE FOR EVALUATION OF THE SURVEY COURSE

Note: A list of broad objectives of the course will be handed out to each student along with this questionnaire.

Objectives:

1. What things have you learned in this course that you now are using? Explain.

2. What did you learn in this course that you will use when you become a homemaker and mother?

3. What would you like to have omitted from the course? Why?

4. Would you like to have something added to the course? State.

5. Do you suggest any change in the amount of emphasis placed on each objective? How?

Learning Experiences:

1. What learning experiences were most helpful to you in achieving objectives?

   a. Which learning experiences would you suggest be omitted? Why?

   b. What experiences would you suggest be added? Why?

   c. Which experiences should we have emphasized more? Why?

Teaching:

1. Check in the blank space by the item which most nearly describes your feeling.

   a. Specificity in teaching.
      _____Need more specificity
      _____Need less specificity
      _____Need no change

b. Class Atmosphere.
____ Too formal
____ Too informal
____ Appropriate

Evaluation:

1. How do you feel about the evaluation instruments used during the course?

2. Do you suggest any changes in means of evaluation used by the teacher?

A SURVEY COURSE IN HOME SCIENCE FOR WOMEN AGRICULTURE STUDENTS IN AN INDIAN UNIVERSITY

by

ASHA MANOHAR BHAVE

B. Sc.(Home), M. S. University of Baroda, India, 1960

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of General Home Economics

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1963

The course outlined in this study has been an outgrowth of the writer's investigation in the fields of curriculum development and teaching methods. The purpose of this study was to investigate basic principles of curriculum development and to gain skill in applying these principles to the plan of a survey course in home science based on the needs of women agriculture students at the Osmania University in India. Current teaching resources and techniques appropriate for home science (home economics) classes were surveyed. Selection of resources and techniques was made on the basis of their application to present-day conditions in India. Classroom observations in college home economics classes at Kansas State University, a survey of library sources related to the field, and course work in education and home economics were the primary means employed to gather necessary information. Discussions with home economics subject matter specialists helped to guide the writer during development of the course.

The survey course included broad objectives, units of study to attain these objectives, and a detailed plan for one unit, "Preparing for the Role of Homemaker and Mother." This unit plan included unit objectives, learning experiences, teaching materials and situations for evaluation of student learning, a list of guide questions, a test to be administered prior to and following the unit, and a questionnaire for evaluation of the course by students.

It was recommended that educational needs of students and families of India in the field of home science be determined prior to development of courses of study for these students and that curriculums in home science be planned, taught, and evaluated democratically. Application of the democratic

process to curriculum planning and implementation may assist Indian students in the attainment of goals of democracy and independence being sought today.

Date Due